2017-2018

Idaho State Department of Education

Division of Assessment

FAQ

Table of Contents

Assessment Background

Why does the State of Idaho test students?

Idaho, along with all states and commonwealths of the United States, are required to assess students' academic proficiency for accountability purposes, in order to receive federal funding towards education. This mandate for academic progress is outlined in Every Student Succeeds Act, –which is a reauthorization of the Elementary and Secondary Education Act (ESEA), first implemented in 1965.

Read the full letter from the *United States Department of Education Office of Elementary and Secondary Education* regarding State assessments under the Elementary and Secondary Education Act of 1965 (ESEA).

ESEA section 1111(b)(3) (20 U.S.C. § 6311 (b)(3)) requires a State educational agency (SEA) that receives funds under Title 1, Part A of the ESEA to implement in each local educational agency (LEA) in the State a set of high-quality, yearly academic assessments that includes, at a minimum, assessments in mathematics, reading or language arts, and science. With respect to the reading/language arts and mathematics, the assessments must be administered in each grade 3 through 8 and not less than once in grades 10 through 12. With respect to science, the assessments must be administered not less than once during the 3 through 5, grades 6 through 9, and grades 10 through 12.

The <u>U.S. Department of Education</u> took the first steps toward implementing the <u>Every Student Succeeds Act (ESSA)</u>, which President Obama signed reauthorize the Elementary and Secondary Education Act of 1965 and replace key requirements of the outdated No Child Left Behind Act of 2001

Testing Acronyms

AIR	American Institutes for Research
ACCESS 2.0 For ELLs	Idaho English Language Assessment for English Language Learners
ASSETS	Assessment Services Supporting ELs through Technology Systems
AVA	Assessment Viewing Application
EOCs	End of Course Assessments
ERI	Extended Reading Intervention
ESEA	Elementary and Secondary Education Act
ICA	Interim Comprehensive Assessment
IPASS	Individual Portfolio Artifact Submission System
IAB & ICA	Interim Assessment Block & Interim Comprehensive Assessment
IRI	Idaho Reading Indicator
IRI Alt	Idaho Reading Indicator Alternate Assessment
ISAT/ISAT by Smarter Balanced	Idaho Standards Achievement Test
NAEP	National Assessment Educational Progress
NCSC	National Center and State Collaborative Consortium
PIRLS	Progress in International Reading Literacy Study
PISA	Program for International Student Assessment
ORS	Online Reporting System
TAM	Test Administrator's Manual
TIDE	Test Information Distribution Engine
TDS	Test Delivery System
THSS	Teacher Hand Scoring System
TIMSS	Trends in International Mathematics and Science Study
WIDA	World-Class Instructional Design and Assessment

08/30/17

How much time is required for testing for each assessment?

2017-2018 Idaho Approximate Assessment Times

Grade	ISAT Science/ EOC	ISAT ELA & Math	IRI	IRI-Pilot ISIP	**WIDA ACCESS 2.0	College Entrance Exams (PSAT & SAT)	NAEP	Alt. Science	ISAT Alt. ELA & Math
K			10 min.	30 min.	3 hours				
1			10 min.	30 min.	3 hours				
2			10 min.	30 min.	3 hours				
3		5 hours	10 min.	30 min.	3 hours				1.5 hours
4		5.5 hours			3 hours		1.5 hrs.		1.5 hours
5	1.5 hrs.	5.5 hours			3 hours			1.5 hrs.	1.5 hours
6		5 hours			3 hours				1.5 hours
7	1.5 hrs.	4 hours			3 hours			1.5 hrs.	1.5 hours
8		4.5 hours			3 hours		1.5 hrs.		1.5 hours
9		4.5 hours			3 hours				1.5 hours
10	**1.5 hrs.	4 hours			3 hours	***4 hrs.		1.5 hrs.	
11	**1.5 hrs.	2.5 hours			3 hours	4 hrs.			1.5 hours
12	**1.5 hrs.				3 hours				

*WIDA ACCESS 2.0 is the English Language proficiency exam assessment administered to identified/eligible EL students.

**Students can take the EOC between the 10th and 12th grade years.

IRI-Pilot ISIP is only a sampling of Idaho students previously chosen pilot schools/districts.

***Preliminary college entrance exam available to all public school students in 10th grade.

NAEP only tests a random sampling of students in 4th/8th grade.

This assessment is for the students with the most significant cognitive disability.

What state-required tests will my child take and at what grade levels?

- *ISAT by Smarter Balanced ELA/Literacy & Math*
  - Grades 3-8 and 10 (9 and 11 optional)
- *ISAT Science*
  - Grades 5 & 7
- *EOC (Biology or Chemistry)*
  - Grades 10, 11 or 12
- *ISAT Science Alternative Assessment (IPASS)*
  - Grades 5, 7, and 10 (must qualify)
- *Alternate Assessments - ELA & Math*
  - Grades 3-8 and 11 (must qualify)
- *WIDA ACCESS 2.0 for ELLs – Idaho's English language assessment (must qualify)*
  - Grades K-12

- *PSAT (Preliminary SAT Exam)*
  - *Grade 10 (optional)*
- *SAT (College Entrance Exam)*
  - Grade 11
- *IRI (Idaho Reading Indicator)*
  - Grades K-3
- *IRI (Idaho Reading Indicator) ISIP by Istation (Pilot schools only)*
  - Grades K-3
- *NAEP (National Assessment of Educational Progress)(random sampling)*
  - Grades 4 and 8

How do I find out when tests are administered?

Assessment	2017-2018 Testing Dates/Windows
Assessment Monitoring	Due April 30, 2018
WIDA – Access 2.0	January 29 – March 09, 2018
IRI, Fall	August 21 – September 29, 2017 *(Optional Winter Testing: January-February, 2017)*
IRI, Spring	April 16 – May 18, 2018
IRI, ISIP by Istation	March 19 – May 18, 2018
NCSC Alt. Assessment Math & ELA	March 19 – May 18, 2018
Optional Interim Assessment	October 1, 2017-April 30, 2018
ISAT – Math and ELA/Literacy	March 19 – May 18, 2018
ISAT – Science	March 19 – May 18, 2018
Science End-of-Course (Biology and/or Chemistry)	February 26 – May 18, 2018
ISAT Alt Science	January 1 – March 31, 2018
Civics	District/School Determination
NAEP	January 29 – March 09, 2018
ICILS	March 05 - May 25, 2018
PSAT	October 11, 2017
SAT	April 10, 2018
SAT (make-up day)	April 24, 2018

Are parents allowed to "opt" their child out of testing?

No

Idaho does not have an "opt out" clause that allows parents to opt their children out of testing.

- Idaho Code 08.02.03.04
  - *Testing Population.* All students in Idaho public schools, grades kindergarten through twelve (K-12), are required to participate in the comprehensive assessment program approved by the State Board of Education and funded.
  - *Content.* The comprehensive assessment program will consist of multiple assessments, including, the Idaho Reading Indicator (IRI), the National Assessment of Educational Progress (NAEP), the Idaho English Language Assessment, the Idaho Standards Achievement Tests (ISAT), the Idaho Alternate Assessment, and a college entrance exam.

State/Federal Assessment Statutes

ISAT by Smarter Balanced/ISAT Science

- Idaho Code 08.02.03.11.06.a - 111.06.l
- IDAPA08.02.02.120.03 & 08.12.02.121.03
- Idaho Code 08.02.03.11.06.a - 111.06.l

NCSC/ISAT Alt

- As required by IDEA 1997
- Idaho Code 08.02.03.11.06.a - 111.06.l

Idaho's English language Assessment – WIDA ACCESS 2.0 for ELLS

- Federal Code Title III, Sec. 3113(b)(2), Sec. 3116(b)(3)
- State Code Title: 08.02.03.004.04

IRI

- House Bill 451, Statute 33-1614
- House Bill 525, Section 33-1615 & 33-1616

NAEP

- Idaho Code 08.02.03.111

College Entrance (SAT)

- Idaho Code 08.02.03.105.03

- **https://www.sde.idaho.gov/el-migrant/el/files/guidance/federal-regulations/Laws-that-Govern-LEP.PDF**

Is my students' personal Identifiable information provided to the Federal Government before, during, or after testing?

No

Idaho Senate Bill 1372 (Student Data Accessibility, Transparency and Accountability Act of 2014) states the Legislature's intent is to help ensure that student information is safeguarded and that privacy is honored, respected, and protected. The Legislature firmly believes that while a student's information is important for educational purposes, it is also critically important to ensure that student information is protected, safeguarded, and kept private and used only by appropriate educational authorities and then, only to serve the best interests of the student.

FERPA law – 33 CFR 99.30 (Family Educational Rights and Privacy Act) states an educational agency cannot disclose any personally identifiable information without the consent of a parent or eligible student. Therefore, neither the state nor a local district or any other educational entity can disclose personally identifiable information about students.

What is the Smarter Balanced Assessment Consortium?

Smarter Balanced has worked collaboratively with member states, to develop assessments aligned to the Common Core State Standards (CCSS). Many Idaho educators have been involved in item writing and review, standards setting, and resource development. The Smarter Balanced Assessment Consortium is a service provided by a public institution (University of California, Los Angeles), governed by 20 member states/territories and funded with member state/territory fees. Smarter Balanced has developed next-generation assessments to accurately measure student progress toward college and career readiness in English Language Arts/Literacy (ELA) and mathematics. They provide a Comprehensive Assessment System which includes the ISAT (summative test), aligned Interim Assessments, and a Digital Library of activities for teaching and learning which can be used as formative assessment.

What is WIDA's Suite of Assessments: ACCESS 2.0?

ACCESS for ELLs 2.0 is a secure large-scale English language proficiency assessment administered to Kindergarten through 12th grade students who have been identified as English language learners (ELLs). It is given annually in WIDA Consortium member states to monitor students' progress in acquiring academic English. ACCESS for ELLs 2.0 is only available to Consortium member states.

ACCESS for ELLs 2.0 is aligned with the WIDA English Language Development Standards and assesses each of the four language domains of Listening, Speaking, Reading, and Writing. The assessment is available in both paper-based and online formats for Grades 1-12, while Kindergarten and Alternate ACCESS for ELLs are paper-based tests.

Purpose and Use of ACCESS for ELLs 2.0

Helps students and families understand students' current level of English language proficiency along the developmental continuum. Serves as the measure to determine whether students are prepared to exit English language support programs. Generates information that assists in determining whether ELLs have attained the language proficiency needed to participate meaningfully in content area classrooms without program support. Provides teachers with information they can subsequently use to enhance instruction and learning in programs for their English language learners. Provides districts with information that will help them evaluate the effectiveness of their ESL/bilingual programs. Meets, and exceeds, federal requirements for the monitoring and reporting of ELLs' progress toward English language proficiency.

The tasks on the new summative assessment will continue to assess the language students need to process or produce in various school contexts. Each assessment item and task will target at least one of the five WIDA ELD Standards:

1. Social and Instructional Language

2. Language of Language Arts

3. Language of Mathematics

4. Language of Science

5. Language of Social Studies

What assessments are required for high school graduation?

Class of 2018 IDAPA 08.02.03.105 https://adminrules.idaho.gov/rules/current/08/0203.pdf

03. **College Entrance Examination** (Effective for all public school students who enter grade nine (9) in Fall 2012 or later.) (3-12-14) a. A student must take one (1) of the following college entrance examinations before the end of the student's eleventh grade year: **SAT or ACT**. Students graduating prior to 2017 may also use the Compass to meet this requirement. A student who misses the statewide administration of the college exam during the student's grade eleven (11) for one (1) of the following reasons, may take the examination during their grade twelve (12) to meet this requirement:

05. **Civics and Government Proficiency** Pursuant to Section 33-1602, Idaho Code, each LEA may establish an alternate path for determining if a student has met the state civics and government content standards. Alternate paths are open to all students in grades seven (7) through twelve (12.) Any student who has been determined proficient in the state civics and government content standards either through the completion of the civics test or an alternate path shall have it noted on the student's high school transcript. (8-11-16)

Idaho State Assessments

Alternate Assessment (ISAT Alt)
The alternate assessment is designed to assess students with the most significant cognitive disabilities who meet very specific guidelines. Due to the nature of their disabilities, students who meet these guidelines are most likely unable to fully participate in the general assessment, even with accommodations.
- *Why do we have an ISAT Alt.?*
  - *The Individuals with Disabilities Education Act of 1997 (IDEA)*
  - *Federal Mandate that every student with a disability participate in statewide and local assessments*
- *What alternate assessments will be given this year?*
  - Grades 3-8 and 11: National Center and State Collaborative (NCSC) Alternate Assessment in ELA/Math
  - Grades 5, 7 and 10: ISAT Alt Science Portfolios

For more information please go to the ISAT-Alt webpage.

Civics
Starting with the 2016-2017 school year, all secondary pupils must show they have met the state civics and government standards for such instruction through the successful completion of the civics test or alternate path established by the local school district or charter school that shows the student has met the standards. Assessment of standards shall be included as part of the course at the secondary level. A school district or public charter school shall document on the pupil's transcript that the pupil has passed the civics test pursuant to this subsection. The school district or governing body of the charter school may determine the method and manner in which to administer the civics test. A pupil may take the civics test, in whole or in part, at any time after enrolling in grade 7 and may repeat the test as often as necessary to pass the test. For the purposes of this subsection, "civics test" means the one hundred (100) questions used by officers of the United States citizenship and immigration services. The district determines the passing percentage for this assessment.

For more information please go to the Civics Assessment Webpage.

College Entrance Exam

To encourage students to go on to a post-secondary institution, the Idaho Board of Education put into Idaho Code a College Entrance Exam Requirement (IDAPA 08.02.03.105.03), for all Idaho juniors. To aid students in meeting this requirement, the state funds administration of the SAT, each Spring, during a regular school day at the students' high school.

For more information please go to the College Entrance Exam webpage.

WIDA 's Suite of Assessments; ACCESS 2.0 for ELLs

Idaho's Language proficiency assessment, ACCESS 2.0 for English Language Learners (ELLs) is a federally mandated assessment for all students identified as an English language learner and served in a Limited English Proficiency (LEP) program. WIDA ACCESS 2.0 for ELLs is administered annually every spring and calculates growth and proficiency in the English language for each student assessed. All districts that serve LEP students are held accountable to these growth and proficiency measures on the WIDA ACCESS 2.0 for ELLs for their LEP students. Accountability is determined through Annual Measurable Achievement Objectives (AMAOs), which each district must meet.

For more information please go to the Idaho English language assessment webpage.

Idaho Reading Indicator Initiative (IRI)

The Idaho Reading Initiative, enacted by the Idaho Legislature, was designed to ensure that all children in the State of Idaho will master the skills they need to become successful readers. Endless research-based studies show reading skills are directly related to a child's success in school. It is the Idaho Reading Indicator (IRI) program goal at SDE to work with schools, teachers, and administrators to promote students' reading success.

- House Bill 451, Statute 33-1614: It is the ultimate goal of the legislature that every student read at or above grade level by the end of 3rd grade.

- House Bill 526, Section 33-1615 & 33-1616: Requires that all public school students in kindergarten and grades 1, 2, and 3 shall have their reading skills assessed.

For more information please go to the IRI webpage.

ISAT (ELA/Literacy, Math, Science and End-of-Course in Biology or Chemistry)

The ISAT is an important component of the statewide student assessment system as stated in the board rule 08.02.03.111.06-Rules Governing Thoroughness. The ISAT is administered to students to provide ongoing monitoring of individual, school, district, and state progress.

Academic proficiency is more than test scores. Competency in reading, writing/language usage, research, mathematics, and science is the goal for every child. The ISAT measures proficiency in three key areas: English Language Arts/Literacy, Mathematics, and Science. The ISAT English Language Arts/Literacy and Mathematics assessments are currently delivered as a part of the Smarter Balanced Assessment System. To access ELA/Literacy and Mathematics Systems and information for the ISAT and Interim Assessment, go to Idaho.portal.airast.org.

The ISAT Science assessment is composed of items that address standards, goals and objectives for grades 5 and 7. The goals and objectives for each grade level are distributed among five reporting categories: Nature of Science, Physical Science, Biology, Earth and Space Systems and Personal and Social Perspectives.

For more information please click the links to ISAT Math/ELA or the ISAT Science/EOC.

NAEP

The National Assessment of Educational Progress (NAEP), also known as the "Nation's Report Card," is the only nationally representative and continuing assessment of what America's students know and can do. Its major goals are to measure student achievement and to report change in performance over time. NAEP provides results for the nation and for the states, but does not provide scores for Idaho school districts, schools, classrooms, or individual students.

For more information please go to the NAEP webpage.

How can parents, students, and teachers know what knowledge and skills will be tested?

- Idaho Content Standards: ELA/Literacy and Math
- WIDA ACCESS 2.0: English language proficiency
- IRI: Fluency of letter names, sounds, grade level text (Reading Curriculum Based Measure)
- ISAT: Grade Level state standards for ELA/Literacy, Math and Science
- NAEP: What American students know and can do
- SAT: College Readiness

Assessment Contact List

Title	Responsibilities	Contact Name	Email	Ext.
Assessment Director	• All Assessment & Accountability questions	Karlynn Laraway	klaraway@sde.idaho.gov	6976
Administrative Assistant	• Support Director and all programs as needed • Civics • Bias and Sensitivity • Division Contracts • Assessment Newsletter	Beverly Bracewell	bbracewell@sde.idaho.gov	6877
Comprehensive Assessment System Coordinator	• ISAT by Smarter Balanced • TIDE, TDS, ORS, THSS • Interim Assessment • Formative Assessment • Edmodo Assessment User's Group	Nancy Thomas Price	nthomasprice@sde.idaho.gov	6988
Statistician/Research Analyst	• Data Analysis • Federal Reports • Graduation Rate Appeals • Test Security	Ayaka Nukui	anukui@sde.idaho.gov	6926
Special Education Statewide Assessment Coordinator	• Testing Accommodations • Alt. Assessment participation requirement • IEP Accommodations & assessment questions	Karren Streagle	kstreagle@sde.idaho.gov	6824
Assessment Coordinator	• ISAT Science • End-of-Course Biology and/or Chemistry (EOCs) • ISAT Alt Science-IPASS • Graduation Rate Appeals • Idaho Reading Indicator	Heidi Arrate	harrate@sde.idaho.gov	6909
Assessment Specialist	• Direct support to Coordinators • Assessment Monitoring • Participation Appeals	Danielle Taylor	dtaylor@sde.idaho.gov	6903

08/30/17

Accountability Coordinator	• Accountability • Graduation Rate • Participation Appeals	Kevin Whitman	kwhitman@sde.idaho.gov	6957
English Proficiency & College Assessment Coordinator	• ACCESS 2.0 for ELLs • WIDA's ACCESS Placement Test (W-APT) • PSAT • SAT	Melanie Jones	mjones@sde.idaho.gov	6933
National & International Assessment Coordinator	• NAEP Assessment • TIMSS • PISA • PIRLS	Paul Kleinert	pkleinert@sde.idaho.gov	

Glossary

Achievement Standards – Levels 1, 2, 3 and 4 on the Idaho Standards Achievement Tests (ISAT) with Levels 3 and 4 being proficient; "beginning," "advanced beginning," "intermediate," "early fluent" and "fluent" on the Idaho English Language Assessment (IELA) by setting scale score cut points. These cut scores are paired with descriptions of how well students are mastering the material in the content standards. These descriptions are called performance level descriptors or PLDs, and are provided by performance level, by content area, and by grade.

All Students - All students means all public school students, grades K-12.

Alternative Assessment – a specific assessment, developed by the state in lieu of statewide assessments or by the district in lieu of districtwide assessments, designed to measure functional skills within the same domains required by the regular statewide or district wide assessments. It is designed for students who are unable to demonstrate progress in the typical manner and who meet the state-established criteria.

Assessment - The process of quantifying, describing, or gathering information about skills, knowledge or performance.

Assessment Standards - Statements setting forth guidelines for evaluating student work, as in the "Standards for the Assessment of Reading and Writing."

Benchmarks - Benchmarks describe the knowledge and skills that all students should know and be able to do, in selected content areas, by the time they reach certain grade levels. Benchmarks are yardsticks or targets, because they specify the knowledge and skills within a content area's continuum that a student must possess to demonstrate a level of progress toward mastery or proficiency of a standard. States may refer to benchmarks as competencies, anchors, etc.

Content Standards - Describe the knowledge, concepts, and skills that students are expected to acquire at each grade level in each content area.

Context (of a Performance Assessment) - The surrounding circumstances within which the performance is embedded. For example, problem solving can be assessed in the context of a specific subject (such as mathematics) or in the context of a real-life laboratory problem requiring the use of mathematics, scientific, and communication skills.

Cut Scores - Cut scores are a specified point on a score scale. Scores at or above that point, is interpreted differently from scores below that point. Cut scores are determined through standard setting procedures in which a committee first defines what proficient students should know and be able to do and then sets cuts by taking into account characteristics of the test scale, item content and difficulty levels, and the qualitative description of proficiency. Cuts clearly separate each performance level.

Decode - **1.** To analyze spoken or graphic symbols of a familiar language to ascertain their intended meaning; **2.** To change communication signals into messages, as to decode body language.

Emergent Literacy - Development of the association of print with meaning that begins early in a child's life and continues until the child reaches the stage of conventional reading and writing.

Entry-Level Skills - The minimum education and skill qualifications necessary for obtaining and keeping a specific job; the starting point in a particular occupation or with a certain employer.

08/30/17

Evaluation (Student) - Judgment regarding the quality, value, or worth of a response, product, or performance based on established criteria, derived from multiple sources of information. Student evaluation and student assessment are often used interchangeably.

Fluency - The clear, rapid, and easy expression of ideas in writing or speaking; movements that flow smoothly, easily, and readily.

Formative Assessment - refers to a process that includes the following attributes: Clarify Intended Learning, Elicit Evidence, Interpret Evidence, and Act on Evidence. The formative assessment process helps teachers identify where students are in their learning so that adjustments can be made to curriculum, instructional methods, and academic support. Formative assessment activities are not graded. These activities are integrated into daily instruction and are not quite teaching, but not traditionally what we call assessment. This evidence helps both learner and teacher decide what to do next.

Genre (Types of Literature) - A category used to classify literary and other works, usually by form, technique, or content. Categories of fiction such as mystery, science fiction, romance, or adventure are considered genres.

Growth - Growth describes the academic performance of a student or group of students over two or more time points and refers to an increase, expansion, or change over time.

Growth Targets - A state or district level target, which is set to define progress and track change in individual student achievement scores over multiple years. Used for accountability purposes.

Interim Assessments - assessment that educators use to (1) periodically evaluate where students are in their learning progress and (2) determine whether they are on track to master standards within a given time period. Interim assessments are usually administered strategically during a course or school year (for example, every three to six weeks) and separately from the process of instructing students. They are not graded and not used for accountability purposes.

Norm-Referenced Assessment - Comparing a student's performance or test result to performance of other similar groups of students; (e.g., he typed better than eighty percent (80%) of his classmates.)

On-Demand Assessment - Assessment that takes place at a predetermined time and place. Quizzes, state tests, SATs, and most final exams are examples of on-demand assessment.

Performance Assessment - Direct observation of student performance or student work and professional judgment of the quality of that performance. Good quality performance assessment has pre-established performance criteria.

Performance-Based Assessment - The measurement of educational achievement by tasks that are similar or identical to those that are required in the instructional environment, as in performance assessment tasks, exhibitions, or projects, or in work that is assembled over time into portfolio collections. (4-5-00)

Phonics - Generally used to refer to the system of sound-letter relationships used in reading and writing. Phonics begins with the understanding that each letter (or grapheme) of the English alphabet stands for one (1) or more sounds (or phonemes).

Portfolio - A collection of materials that documents and demonstrates a student's academic and work-based learning. Although there is no standard format for a portfolio, it typically includes many forms of information that exhibit the student's knowledge, skills, and interests. By building a portfolio, students can recognize their own growth and learn to take increased responsibility for their education. Teachers, mentors, and employers can use portfolios for assessment purposes and to record educational outcomes.

Print Awareness - In emergent literacy, a learner's growing awareness of print as a system of meaning, distinct from speech and visual modes of representation.

Proficiency - Having or demonstrating a high degree of knowledge or skill in a particular area to the extent that standards are met.

Standards - Statements about what is valued in a given field, such as English language arts, and/or descriptions of what is considered quality work. See content standards, assessment standards, and achievement standards.

Standardization - A set of consistent procedures for constructing, administering and scoring an assessment. The goal of standardization is to ensure that all students are assessed under uniform conditions so the interpretation of performance is comparable and not influenced by differing conditions. Standardization is an important consideration if comparisons are to be made between scores of different individuals or groups.

08/30/17

Standards-Based Education - Schooling based on defined knowledge and skills that students must attain in different subjects, coupled with an assessment system that measures their progress.

Summative Assessment - assessment used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period—typically at the end of a project, unit, course, semester, program, or school year.

Unique Student Identifier - A number issued and assigned by the State Department of Education to each student currently enrolled or who will be enrolled in an Idaho local education agency to obtain data.   Referred to as an EDUID.

Word Recognition - **1.** The quick and easy identification of the form, pronunciation, and appropriate meaning of a work previously met in print or writing; **2.** The process of determining the pronunciation and some degree of meaning of a word in written or printed form.